DOCUMENT RESUME

ED 082 772 LI 004 493

AUTHOR	Slanker, Barbara O.
TITLE	Students to Dallas: A Report of the J. Morris Jones--World Book Encyclopedia ALA Goals Award 1970.
INSTITUTION	American Library Association, Chicago, Ill. Membership Committee.
SPONS AGENCY	Field Enterprises Educational Corp., Chicago, Ill.
PUB DATE	May 72
NOTE	87p.; (0 references)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Conferences; *Graduate Students; *Librarians; *Library Associations; *Library Education; Meetings
IDENTIFIERS	ALA; *American Library Association

ABSTRACT

The J. Morris Jones--World Book Encyclopedia--American Library Association (ALA) Goals Award for 1970 was presented to the Membership Committee of ALA for a project to enable a select group of young librarians to attend the Annual Conference of the ALA in Dallas in 1971. The Students to Dallas project sought to communicate to the participating students the functions and goals of the Association, to recruit new members, and to provide a framework within which new members entering the profession could communicate their concerns to ALA leadership. The degree of success in achieving the stated goals of the project may be estimated after reading this report of the project. This research report provides objective information in a number of areas, not all of them project-related. Areas of ALA Conference program planning which need scrutiny may be identified. Also, there are included some of the characteristics of library school students who are regarded by their peers as having top leadership potential. The report includes discussions on the development of the project, a profile of the participants and alternates, the conference week in Dallas, effects of conference attendance on the students, and conclusions on the overall impact and implications of the project. (Author/SJ)

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STUDENTS TO DALLAS

A Report of the
J. Morris Jones--World Book Encyclopedia
ALA Goals Award
1970

by
Barbara O. Slanker

May 1972

LI 004 493

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FOREWORD

The J. Morris Jones--World Book Encyclopedia--ALA Goals Award for 1970 was presented to the Membership Committee of the American Library Association for a project to enable a select group of young librarians to attend the Annual Conference of the ALA in Dallas in 1971. These young librarians were dubbed "Students to Dallas" and came to the convention under exceptional circumstances at a time unique in the Association's history.

Following two years of tension, dissension, frenetic oratory and emotional debate, the Annual Conference of the ALA in 1971 marked a turning point in national library affairs. Disaffected militants and disturbed members of the establishment gathered in the Texas heat, uncertain of the future of the organization. Encouraged by the friendly Dallas hospitality, a more relaxed mood emerged, and as the week progressed, signs of a movement toward constructive action began to appear. In the setting of this convention, Students to Dallas provided a refreshing and constructive component.

On June 20, fifty-three students, who represented the cream of the library schools, arrived at the convention as well-prepared, but wary spectators. Before the week was out, their role had changed as they found they were welcome participants in the Conference activities. The presence of this group of 53 students made a decided difference in the convention which was attended by more than 8,000 persons. These bright,

inquisitive, intelligent young people set a new tone and introduced a fresh note in ALA conventions. They were questioning, critical, sometimes undecided, but certainly not naive.

The project was carried out under the direction of an advisory Subcommittee of the ALA Membership Committee; members of the Subcommittee were Frances Needleman, Barbara Slanker, Elinor Yungmeyer, and Minnie Lou Lynch, chairman. Barbara Slanker prepared the proposal and subsequently became the director of the project. David Salan, ALA Membership Promotion Coordinator, served as staff liaison.

Grateful acknowledgements are extended to Field Enterprises, generous donors of the supporting grant; to the Advisory Subcommittee for unfailing counsel; and to Barbara Slanker, implementer, expediter, and researcher par excellence. Their combined contributions and efforts brought to a successful completion a project whose influence promises to go far beyond the 53 students and their circle of acquaintances, and beyond Dallas, 1971.

Allie Beth Martin, Chairman
ALA Membership Committee

Tulsa, Oklahoma
April, 1972

PREFACE

The idea for the Students to Dallas project was generated by Mr. Walter Smith in the fall of 1968 when he was a library school student. The timetable for the project is evidence of the responsiveness of the ALA; within a three year period this project moved from an idea to embodiment in a formal proposal for funding, and ultimately to successful completion, a total process involving dozens of people and twenty-five thousand dollars. Only a flexible and responsive organization could provide the means for such rapid implementation of a major project.

The Students to Dallas project sought to communicate to the participating students the functions and goals of the Association, to recruit new members, and to provide a framework within which new members entering the profession could communicate their concerns to ALA leadership.

The degree of success in achieving the stated goals of the project may be estimated after reading the report of the project. This research report provides objective information in a number of areas, not all of them project-related. Areas of ALA Conference program planning which need scrutiny may be identified. Also, there are included some of the characteristics of library school students who are regarded by their peers as having top leadership potential.

The impact of the Students to Dallas project has not yet been fully perceived. The final evaluative research to be done several years from now will provide certain indicators, but there will be many factors that will

be very difficult to measure. These factors will be embodied in the subtle shifts of attitude on the part of the student participants in the project and on the part of some of those ALA members at Dallas who were influenced by the students' responses, and still others whose lives touch those of the student participants at any one of a dozen points.

The Students to Dallas project offered a unique experience to 53 library school students. It is likely that its last waves will wash up on distant shores indeed.

Minnie Lou Lynch, Chairman
Subcommittee to Consult on
ALA Goals Award Project
ALA Membership Committee

Oakdale, Louisiana
April, 1972

ACKNOWLEDGMENTS

The success of the Students to Dallas project is the result of the cooperation and help of a great many people. Each person involved made a contribution that was essential to the total success of the project, and thanks are extended to all who helped make the project successful.

Field Enterprises Educational Corporation supplied the funds for the J. Morris Jones--World Book Encyclopedia--ALA Goals Award which supported the project. In addition, the following persons from the Field Enterprises staff worked with the Project Director and the ALA Liaison: Dr. William Nault, Mr. John Sternig, Mrs. Amanda Randle, and Mrs. Martha M. C. Ogilvie, who worked very closely with the project staff. The initial and continuing interest shown by Field Enterprises staff advanced the project steadily toward its goals, and thanks are appreciatively offered to them.

The American Library Association maintained its support of the project throughout its duration. All of the headquarters staff cooperated with the Project Director; Mr. David Salan, Membership Promotion Coordinator, and his office provided invaluable assistance in implementing the project. The officers of the Association, Mrs. Lillian Bradshaw, President, and Mr. Keith Doms, Vice-President and President-Elect, cooperated generously with the project.

The ALA Membership Committee, Mrs. Allie Beth Martin, Chairman, was an unfailing source of help and guidance. The Advisory Committee, chaired by Mrs. Minnie Lou Lynch, was instrumental in achieving the success of the project. Special thanks are extended to Mrs. Martin and Mrs. Lynch for the

many extra things they did to make the project a success.

Without the cooperation of the 53 ALA-accredited library schools, there would have been no Students to Dallas project. The deans of the schools called for nominations, appointed faculty members and students to a selection committee, and made sure that a participant and alternate were selected. The indispensable role played by the 53 library schools is gratefully acknowledged.

The cooperation and support of Mr. Alphonse F. Trezza, Director, Illinois State Library, were essential to the implementation of the project. Thanks are extended to Mr. Trezza for his help, understanding, and support.

Dr. Frances M. Pollard, Head, Department of Library Science, Eastern Illinois University, generously allowed the Project Director to pre-test the questionnaire with graduate students in the EIU library science program. Dr. G. Edward Evans served as consultant in the development of the test instruments and later offered critical comments on the draft of the final report. Thanks are gratefully extended to these persons.

Assistance provided by the staff of the Illinois State Library was the vital element that made the project a reality. Mrs. Alvina Kasalko and Mrs. Vicki Lubrant helped in the typing of the many hundreds of letters that had to be sent and drafts of the report. Special recognition and thanks are extended to my secretary, Miss Deborah Mull, who tabulated the responses on questionnaires and evaluations and typed many drafts of the report: her help is gratefully acknowledged.

Barbara O. Slanker, Director
Students to Dallas

Springfield, Illinois
April, 1972

CHAPTER I

DEVELOPMENT OF THE PROJECT

During the last several years, there has been a growing awareness that something significant should be done to interest prospective librarians in the American Library Association and to bring them into more meaningful participatory roles in the organization. At the Annual Conference of the ALA held in Kansas City in 1968, attention was drawn to this need by Ralph Blasingame when he remarked, "... I believe that presidents and other officers of the Association should nominate, appoint, and otherwise involve younger persons in the affairs of the ALA."

The voice of the prospective members of the profession was heard clearly at the Conference of the ALA held in Atlantic City in 1969. Prior to that Conference, a group of nearly 180 concerned persons (predominantly library school students from the New York, Pennsylvania, and Maryland areas) met in Washington, D. C., to discuss the shortcomings of the library profession and to develop a program. Known as the Congress for Change, the group presented its statements to the Membership Meeting June 25, 1969.

At this time it is vitally important that the group of individuals concerned about librarianship and their role in the professional organization be encouraged and that a rapport be developed between them and the Association. The young persons who are just entering the profession now are the ones who must carry the business of the Association in the future.

In the fall of 1968 Mr. Walter Smith, who was then a library school student at the University of Pittsburgh, formulated the idea of bringing

one student from each of the ALA-accredited library schools to an Annual Conference of the American Library Association. Sponsorship of the student group would include payment of all their expenses and special arrangements for them to meet leaders of the profession and to participate in the Conference proceedings at a high level.

Mr. Smith discussed his idea with one of his professors in the library school who in turn talked about it with Mrs. Allie Beth Martin, who was serving as Chairman of the ALA Membership Committee at the time. At the 1969 Midwinter Meeting of the ALA in Washington, Mrs. Martin presented this idea to the Executive Board of the Membership Committee; that group endorsed the idea and recommended that to implement the project a proposal be written for the J. Morris Jones--World Book Encyclopedia--ALA Goals Award. This Award is an annual grant of $25,000 given to the ALA by the Field Enterprises Educational Corporation.

Following the Annual Conference of the ALA in Atlantic City in 1969, Mrs. Martin appointed a Subcommittee to prepare a proposal for the J. Morris Jones Award. Mrs. Minnie Lou Lynch accepted the chairmanship of the Subcommittee, and Mrs. Frances Needleman, Dr. Barbara Slanker, and Miss Elinor Yungmeyer agreed to serve on the Subcommittee. Mr. David Salan, Membership Promotion Coordinator, acted as ALA liaison.

The task of writing the proposal document was assigned to Dr. Slanker. A draft of the proposal, A Project to Involve Prospective Members of the Library Profession in ALA Activities by Sponsoring Their Attendance at the Annual Conference in Dallas, was presented to the Subcommittee during the Midwinter Meeting in Chicago in January, 1970, and during the next month it was submitted to the jury for judging. At the Inaugural Banquet of the

Annual Conference in Detroit, the announcement was made that this proposal had been chosen to receive the J. Morris Jones--World Book Encyclopedia--ALA Goals Award, 1970. Shortly thereafter the project became known as Students to Dallas.

Purpose of the Project

The major purpose of the project was to involve prospective members of the library profession in the activities of the American Library Association. This purpose was to be accomplished by paying the expenses for one student from each of the ALA-accredited library school programs in the United States and Canada to attend the Annual Conference of the ALA in Dallas in 1971. Involvement of prospective members of the profession, it was anticipated, would improve the Association and the role its members play in it.

In addition, this project would give feedback to the leadership of the Association from persons who are relative newcomers to the profession. These persons, it was hoped, would have a freshness of approach and an objectivity that often is lacking in the membership. Also, the project would enable the Association to identify and encourage at an early stage in his career an individual who has potential ability and interest in future work in the Association.

The project would provide the participants with a means to become acquainted with the workings of the Association and its membership. Also, it was hoped that the project would stimulate greater student interest in the Association which in turn would lead to increased membership in ALA. It was thought that both the participants' attendance at the Annual Conference and discussions of their experiences and impressions with their fellow library school students would help develop this interest.

Participants in the Project

The participants in the project were drawn from among the students in the ALA-accredited library school programs in the United States and Canada. Students in the 53 programs that had been accredited by the ALA as of February 1, 1971, constituted the universe from which participants were selected.

To be eligible for selection, a student had to be enrolled at least one-half time in an accredited library school program, and he could not have attended an ALA Annual Conference. Also, he must have demonstrated an interest in the professional library organizations, as determined by the holding of a student membership in ALA or the state or regional library association or by meaningful activity in a library school student organization.

Each of the 53 library schools was asked to select a participant and an alternate for the project. Nominations were to be solicited and the participant was to be selected by a committee composed of two faculty members and three students. Nominations were to be based on the person's potential for making a meaningful contribution to the library profession, and selection was to be on an award basis rather than by application or competition. Guidelines for the selection of the participants were sent to each library school, but no further attempt was made to standardize the procedure, and the schools were not asked to report the procedure they had used. It is likely that within the framework of these guidelines, there was some variation in the selection procedure.

When the students accepted the nomination to participate in the project, they agreed to meet several requirements. First, they had to remain in Dallas the entire week of the Conference; next, they had to

attend certain meetings, as specified by the Project Director; and they had to complete informative and evaluative forms prepared by the Project Director. The final obligation was to be carried out by the students after the Conference when they were to communicate their experiences at the Dallas Conference to their fellow students by such means as addressing student colloquia, informal discussion, or articles in student publications or professional journals.

Procedures

Immediately after the award was announced, planning of the project was begun, and preliminary arrangements for it were made. In the fall of 1970 letters were sent to the presidents of the ALA divisions, chairmen of ALA committees, and chairmen of round tables asking permission for the students to attend their meetings. At the Midwinter Meeting in Los Angeles in January, 1971, the membership of the Association requested that all meetings be open. Council voted to have the meetings open and special permission was no longer needed for the students to attend meetings that previously had been closed.

To promote the project, the Director addressed a meeting of the deans of library schools at the Association of American Library Schools which met in Berkeley before the 1971 Midwinter Meeting. The Director gave a brief history of the project, outlined its objectives and the means to be used in obtaining them, and concluded by asking for the library schools' participation in the project. After the Midwinter Meeting, deans of the accredited library school programs were asked for a statement of intent to participate in the project.

Coordination of the project was handled by the Project Director with the assistance of the ALA Membership Promotion Office. Early in

the planning stages a block of rooms was reserved in one hotel for the 53 participants and the project staff. Providing living accommodations for the participants in one hotel was a means of bringing the members of the group together. The interaction possible under these conditions was expected to be an important part of the project. Travel arrangements for the participants were handled by a Chicago travel agent. Reservations and tickets were sent directly to the students by the agency. The Project Director sent informational memos to the students telling them what arrangements had been made and what they were to do as part of the project.

Evaluation.--To evaluate the effectiveness of the project, a multi-part research study was developed. The design of the study calls for the testing of the participants and the alternates over a period of several years. The total evaluation of the project consists of four parts: the first part is a questionnaire; the second part is the participants' evaluations of the meetings they attended during the Conference Week. The third part is a questionnaire and the final part is a survey that will be conducted after June, 1973.

The questionnaire that makes up the first part of the evaluation was constructed with the expert assistance of Dr. Harold Borko and Dr. G. Edward Evans, both members of the faculty of the Graduate School of Library Service, University of California at Los Angeles. The questionnaire has four parts which are designed to collect background information about the students, to assess their knowledge of ALA, and to determine their attitudes toward ALA. Both participants and alternates in the project completed this questionnaire several months prior to the Annual Conference.

The questionnaire was designed in such a way that the last two sections could be administered separately, and this shortened version of

the test instrument is Questionnaire 2; it constitutes the third part of the evaluation. Questionnaire 2 was completed by the participants in the project immediately after the end of the Conference while they were still in Dallas. Using the same questions before and after the Conference gives two sets of responses to use in measuring the effect attending the Conference may have had on the participants.

The second part of the total evaluation consists of evaluations of the meetings the participants attended during the Conference Week. The brief form the participants filled out has a section for an objective rating of the presentation and content of the program, the respondent's level of interest in the program, audience reaction to the program, and the physical conditions of the room. At the end of the form there is space for a subjective evaluation of the overall effectiveness of the meeting. Several hundred of these forms were filled out by the students during the week.

The final part of the evaluation is presently in the developmental stages. It will be a survey of participants and alternates conducted by interviews and mail questionnaires; the alternates will serve as a control group in the testing procedure. The purpose of this test will be to determine if there is a difference in the amount of participation in ALA by the group of students who attended the Annual Conference and the alternates who did not attend the Conference. It is hypothesized that Conference attendance might be one of the factors that causes increased participation in the activities of the Association.

It is anticipated that this final part of the evaluation will be conducted no sooner than following the Annual Conference in 1973, but it might be necessary to allow a longer period of time to elapse in order to

get more meaningful results

Summary

The idea for the Students to Dallas project was formulated in 1968, but it was not implemented until June, 1970, when the proposal describing the project was awarded the J. Morris Jones--World Book Encyclopedia--ALA Goals Award. The project's primary purpose was to involve prospective members of the library profession in the activities of the ALA, and at the same time the project provided an opportunity for the Association to identify individuals with ability and interest to work in the Association.

The participants in the project were selected from among the students in the 53 library school programs accredited by the ALA by a committee of faculty members and students in each school. To be eligible for selection, a student had to be enrolled at least one half time; he must not have attended an ALA Annual Conference, and he must have demonstrated an interest in the professional library organizations. Planning for the project was handled and coordinated by the Project Director with the assistance of the ALA Membership Promotion Office.

To evaluate the effectiveness of the project, a four part research study was developed. The design of the study calls for the testing of the participants and the alternates over a period of several years using questionnaires, evaluation forms, and interviews.

CHAPTER II

PROFILE OF PARTICIPANTS AND ALTERNATES IN THE PROJECT

The Students to Dallas project began to take shape in January, 1971, when letters were sent to the deans of each of the 53 library school programs accredited by the ALA. Following their acceptance of the invitation, a letter was sent to each of them requesting that they appoint a selection committee to choose the school's participant and alternate for the project. The selection of an alternate was required for two reasons: first, in case the participant could not continue in the project, and second, the design of the project evaluation called for a control group, and it was planned that the alternates would serve in this capacity.

After the participants and alternates had been selected, the Project Director sent a letter to each of them officially notifying them. The letter to the participants outlined their obligations to the project and specified the arrangements that would be handled by the Project Director. By accepting the nomination to be a participant in the project, the student agreed to meet the requirements specified by the Project Director. The letters to the alternates emphasized the importance of the role they were to play in the total evaluation of the project.

The first questionnaire was sent along with the letters to the participants and alternates, and both groups were asked to fill it out and return it to the Project Director. Completed questionnaires were received from all 53 participants, but after two followups, alternates

from two schools (University of Denver and the University of British Columbia) had not returned their questionnaires, and no further attempt was made to get responses from them. Five schools (Northern Illinois University, Louisiana State University, Case Western Reserve University, University of Oregon, and the University of Alberta) selected two alternates each, giving a total of 58 possible responses for the alternates. In each of these five cases, at least one alternate responded, and in two cases (Northern Illinois University and Louisiana State University) both alternates responded, bringing the total response rate to 53.

Using the information supplied by the participants and alternates on the first questionnaire, profiles of the two groups of students have been created. A selected group of characteristics considered relevant to the project constitute the elements of the profile. These elements are: age, sex, undergraduate major, previous work experience in a library, interest in type of library service and type of library, and membership in professional associations.

Age and Sex

The first two elements of the profile, age and sex, are treated together in this discussion. The group of 53 student participants was made up of 34 women (64 percent of the total) and 19 men (36 percent). The range of ages for the women spanned 28 years, beginning with age 20 and going to age 48, with the mode being 24 years of age. The range of ages for the men extended over only 12 years, beginning with 23 years of age and going to 35 years of age. For men, the modal age was 28.

The distribution of the participants and alternates by age and sex is shown in Table 1.

Table 1

Distribution of Participants and Alternates
by Age and Sex

Age	Participants		Alternates	
	Women	Men	Women	Men
20 - 24	16	2	24	3
25 - 29	13	11	11	7
30 - 34	1	5	4	2
35 - 39	1	1	-	-
40 and over	3	-	2	-
Total	34	19	41	12

The composition of the group of alternates was slightly different from that of the participants; there was a somewhat larger proportion of women in the group. In the group of alternates, there were 41 women (77 percent of the total) and 12 men (23 percent). Also, the distribution of the ages of the alternates varied somewhat from those of the participants. For the women, the range of ages covered 22 years, starting at 20 years of age and going to 42 years of age, with 23 years being the modal age. The men's ages covered a range of 10 years, starting with 21 years of age and going to 31 years of age. There was no clearly defined modal age for the men.

For both participants and alternates more than three quarters of the members were less than 30 years of age; 79 percent of the participants and 84 percent of the alternates were 29 years of age or less. In the participant and alternate groups the largest number of women fell in the 20-24 years of age group, but the greatest number of men fell in the 25-29 years of age category. In general, it may be said that the majority

of the women participants and alternates were younger than the men, but there were more women in the category of 35 years of age and over.

Educational Background

The second element in the profile is the educational background of the students in the two groups, as represented by their undergraduate majors. The majors of the two groups of students are concentrated in the humanities and social sciences. The majors of the participants are about evenly divided between humanities and social sciences, but none of the majors is in a science. In the humanities, 19 participants had a major in English, four had majors in foreign languages (French, German, Latin, and Russian), two had majors in philosophy, and one student each had majors in general arts and letters, religion, speech and drama.

In the social sciences, 11 participants had majors in history, three had majors in sociology, and two each had majors in political science and elementary education. One student each had a major in psychology, anthropology, library science, home economics, and journalism. Three of the participants had a master's degree in another subject area; two were in history and one was in English.

The majority of the alternates had majors in the humanities and social sciences, as the participants had, but three of the alternates had science majors (two in biology and one in chemical engineering). The same pattern of majors appeared among the alternates with the students being almost evenly divided between the humanities and the social sciences. English, with 14 majors, was the most popular subject area in the humanities, with languages (6 students), elementary education (4 students), and philosophy (2 students) coming next; one student had a major in liberal arts.

The subjects of the alternates' majors in social sciences were distributed in almost the same way as with the participants: 10 students had a major in history, four had majors in elementary education, three had majors in political science, and two each had majors in sociology, psychology, and social sciences. One each had a major in anthropology, government and international relations, journalism, and library science.

The major subjects of the participants' and alternates' undergraduate degrees are summarized in Table 2.

Table 2

Summary of Undergraduate Majors
of Participants and Alternates

Major Subject	Participants	Alternates
Humanities		
English	19	14
Language	4	6
Philosophy	2	2
Other	3	1
Social Science		
History	11	10
Sociology	3	2
Political Science	2	3
Elementary Education	2	4
Psychology	1	2
Social Studies	-	2
Other	4	4
Science		
Biology	-	2
Chemical Engineering	-	1
Total	52*	53

* One non-response

Library Work Experience

The third element in the profile is the students' previous work experience in a library. In the group of participants, 43 persons or 81 percent had worked in a library at one time and ten persons or 19 percent

had had no work experience in a library. The students had worked in various subprofessional and professional positions in university, special, public, school, and military libraries in all parts of the United States, Europe, and Africa. Their experience seemed to be concentrated in public and academic libraries.

The same pattern of work experience is found in the group of alternates with 44 students or 83 percent of the total having some previous work experience in a library; 9 students, or 17 percent, had no previous work experience in a library. As with the participants, the alternates had worked in all types of libraries, and most of them had worked mainly in public and academic libraries.

Type of Library and Type of Work

The type of libraries in which the students want to work and the type of work they want to do constitute the fourth element of the profile. Since the majority of the students had work experience in public and academic libraries, it is not surprising that most of them expressed interest in working in these types of libraries. In the group of participants, 24 students wanted to work in public libraries and 21 wanted to work in university libraries. Ranking close to these interests are the 14 students who wanted to work in college libraries and the 8 who are interested in junior college libraries. Of the other types of libraries, 10 students expressed interest in working in special libraries, 4 in school libraries, 3 in institutional libraries, one in state libraries, and 5 in other types of libraries. The sum of the choices is greater than 53 because some of the respondents expressed interest in more than one type of library.

The interests of the students in the alternate group are almost the same as those of the participants. The largest number of students was

interested in public library work (21 students) and university library work (19 students). The next most popular types of libraries were college and school libraries with 13 students each; 10 students were interested in special library work, 7 in junior college libraries; and two students each were interested in institutional and state library work. As with the participants, there were more than 53 responses to this question.

In the type of library activity, there was a clear preference expressed by both participants and alternates for work in public service. Of the participants, twice as many were interested in public services as were interested in technical services, and for the alternates the ratio was three to one in favor of public services. With this question, too, multiple responses were possible.

Of the different types of public service specified, reference service was the choice made by most of the participants and alternates. Reader services was the second most popular type of activity and children's services were third for both groups. In technical services, the greatest number of participants was interested in acquisitions; the next choices were cataloging and work with documents. The interests were slightly different for the alternates, with the largest number of them being interested in cataloging and the second largest number in acquisitions.

Membership in Professional Associations

Several aspects of membership in professional associations constitute the final element of this profile. In the group of participants, more than one half (55 percent) belonged to a national library association, either the American Library Association or the Canadian Library Association. A much smaller proportion of the students belonged to the regional and state associations with only 11 percent belonging to regional library

associations and 23 percent belonging to state associations.

The pattern of membership was somewhat different for the group of alternates. Less than one half of them (40 percent) belonged to the American Library Association and 6 percent belonged to a regional library association; in both cases, the proportion of alternates who are members of an association is less than the proportion of participants who are members. The number of alternates that belong to state associations (30 percent) is larger than the number of participants that belong to them (23 percent).

A summary of the students' memberships in professional associations is displayed in Table 3.

Table 3

Summary of Participants' and Alternates' Memberships in Professional Library Associations April, 1971

Professional Library Associations	Membership					
	Participants			Alternates		
	Belong	Do Not Belong	No Response	Belong	Do Not Belong	No Response
ALA	29	24	-	21	31	1
Regional Assoc.	6	45	2	3	46	4
State Assoc.	12	41	-	16	36	1

For both the participants and the alternates the most important reason for joining the ALA was to receive its publications. The second most important reason was an interest in the Association.

Responsibility to Belong to ALA

The students were asked to tell why it is the responsibility of a professional librarian to belong to the American Library Association, and

a summary of their responses makes up the final part of this element of the profile. About one fifth of the participants took issue with the assumption that it is a responsibility to belong to the professional association; they felt it is possible to contribute to the goals of the profession on an individual basis without belonging to the association. Some others of this group felt that membership is a decision to be made by each person while some persons who were uncertain wanted to know more about the association before they made a decision.

The reason for belonging to the association cited most frequently was for communication and exchange of ideas. It was felt that the great variety of ALA publications and services and the professional friendships made in the organization provide an important contribution to one's professional development by making him aware of new trends and different ways of thinking. These benefits of membership make it possible for librarians to offer better service to their users.

A number of the participants viewed membership in the association as a responsibility because it presented the opportunity to mold the library profession. Belonging to the association was seen as providing individuals with the means to promote and improve the profession and in so doing to further its ideals. In all these activities, a librarian would be demonstrating his commitment to the profession of librarianship.

Membership in the association, the participants felt, is a responsibility because it presents a means of gaining strength from unity. The ALA provides a national platform for the profession and also supports work carried out at the national level.

The reasons the alternates gave for belonging to ALA are comparable to those presented by the participants. In the group of alternates, five

persons did not respond to the question. Three students did not agree that belonging to the ALA was a professional responsibility and three felt that it was a privilege, rather than a responsibility.

Summary

A group of six elements was selected to use in constructing profiles of the participants and the alternates.

The group of participants was made up of two thirds women and one third men, and three quarters of the members of the group were 29 years of age or younger. The undergraduate majors of the students were in humanities and social sciences, but none was in the sciences. Majors in English and history were the most popular areas of study.

Four fifths of the participants had had some experience working in a library, and public and academic libraries were most often the type of library where they had worked. Corresponding to this work experience was the interest in working in public and academic libraries upon completion of the degree program. The students expressed a clear preference for work in public services over work in the technical service areas.

More than half of the participants belonged to the national library association (ALA or the Canadian Library Association) but less than one quarter of them belonged to either the regional or state associations.

The profile for the alternates is very similar to that for the participants with slight differences in some of the elements. The group of alternates had more women (77 percent) than the participant group and the members of the group were slightly younger with 84 percent of them being 29 years of age or younger.

As with the participants, most of the alternates had undergraduate majors in the humanities and social sciences, but three alternates had majors in a science. English and history were the most popular majors. For the remaining elements of the profile (previous work experience, interests, and membership in professional associations) the alternates are the same as the participants.

CHAPTER III

THE CONFERENCE WEEK IN DALLAS

The 1971 Annual Conference of the American Library Association was held Dallas during the week of June 20-26. The participants' many and varied activities that were crowded into that week may be grouped into three general categories: the three group meetings of the 53 student participants, the various program and committee meetings of the Association that the participants attended, and the social functions planned specially for the group.

Travel arrangements were set up so that the participants could arrive in Dallas early in the day Sunday, June 20. Most of the students arrived by noon Sunday, and after checking into their rooms at the hotel, they reported to the Project Director's suite. At this time the per diem checks and badges with the Students to Dallas ribbon were distributed. The registration procedure was explained and the schedule for the remainder of the day was outlined.

The parlor of the suite was made available to the participants. During the week they used it as a place where they could meet informally to get acquainted with each other. Sometimes they came into the suite to fill out evaluation forms and just to have a brief rest from the stresses of Conference-going.

When the students accepted the nomination to be a participant in the Students to Dallas project, they agreed to meet a number of conditions. One of the conditions was that they attend certain meetings, as specified

by the Project Director; another was that they would fill out evaluative forms and questionnaires. The required meetings were outlined to the participants upon their arrival in Dallas.

The first meeting the students were required to attend was the Junior Members Round Table Orientation scheduled for Sunday afternoon at 2:00 p.m. In addition, they were to attend a meeting of an executive board of a division or an executive committee of a round table. Finally, the participants were strongly urged to attend the three meetings of the Students to Dallas group.

Group Meetings

Three meetings of the entire group of participants were scheduled during the Conference week; the first followed the JMRT Orientation meeting Sunday afternoon. The second and third meetings were held during the week late in the evening after other meetings were over. Wednesday evening the group met after the Membership Meeting and Friday evening they assembled for their final meeting after the Inaugural Banquet.

Late Sunday afternoon the 53 participants gathered for the first meeting of the group. The purpose of this initial meeting was to give the students some background about the project and to specify their responsibilities to the project. Mrs. Minnie Lou Lynch, Chairman of the Subcommittee of the Membership Committee that developed the proposal for the project, was presented to the students. Mrs. Amanda Randle, who is associated with Field Enterprises Educational Corporation, was introduced to the group; she spoke about her company's sponsorship of the J. Morris Jones--World Book Encyclopedia--ALA Goals Award and specifically the Students to Dallas project.

After the Membership Meeting Wednesday evening, the second meeting of the Students to Dallas was held. The first part of the meeting was

devoted to a brief discussion of minor problems that had come up during the first part of the week. The main part of the meeting consisted of a discussion with the following leaders of the Association: Mr. Keith Doms, President of ALA; Mrs. Helen Tuttle, Chairman, Committee on Organization; and Mrs. Susanna Alexander, Chairman, Nominating Committee. Miss Katherine Laich, President-Elect of the Association, stopped briefly to greet the group, but she did not stay to answer questions.

After a few introductory and explanatory remarks about their specific areas of speciality, the ALA representatives answered the students' questions about the Association and the Conference. The questions asked during the session covered a broad range of topics and they were perceptive and penetrating in nature. The students' reactions to the session were mixed; while some of them thought the exchange of ideas with the leaders of the profession had been an exciting experience, others felt that the responses given to the questions were evasive and insulting to their intelligence. Most of the students seemed to enjoy having an opportunity to question leaders of the Association directly and have an informal session with them. If the meeting had been scheduled earlier in the week, it might have been more meaningful to the students.

The final meeting of the group was held after the Inaugural Banquet Friday evening. The purpose of this meeting was to handle any last minute problems that might have come up, to urge the students to complete the evaluations of meetings they had attended, and to conclude the project officially. The final part of the meeting was devoted to the students' completing Questionnaire 2.

Required Meetings

The participants in the Students to Dallas project were required to attend one specific meeting and one executive meeting of a division, committee, or a round table.

The specific meeting that the Students had to attend was the Orientation for new members sponsored by the Junior Members Round Table. The meeting was held early Sunday afternoon and most of the participants arrived in Dallas in time to attend it. It was felt that orientation to the Conference was an essential part of the students' preparation for the week.

Orientation meeting.--Of the 37 students who submitted an evaluation of the Orientation meeting, 17 felt that the presentation was interesting, but an almost equal number (16) said that it was boring, primarily because, although many important questions were raised, very few direct answers were given. Almost the same division of responses appeared for the evaluation of the program's content; 17 students said they rated the content informative, but 19 thought it was of little value. Sixteen students were moderately interested in the program and 12 were neutral or disinterested.

From this range of responses, it appears that attendance at the JMRT meeting was not an entirely successful means of orientation. Many of the students had prepared themselves for the Conference by extensive reading, and from the orientation they wanted tips on how to get the most out of the Conference. They felt that this type of information was lacking completely and they further suggested that members of JMRT, not ALA executives, respond to new members' questions. There is no question about the need for orientation of new members, but another method might have produced more satisfactory results.

Executive sessions.--The meetings of the ALA Executive Board and Council were the sessions chosen by most of the students to meet the requirement of attending an executive meeting. Out of the group of 53 students, 50 attended at least one of these five meetings; the other three students did not fill out an evaluation of an executive meeting if they attended one.

The objective evaluations of the meetings of the ALA Executive Board are summarized in Table 4. An examination of the table shows that most of the students felt that the presentation was interesting and the content was informative. The students were interested in the meetings and they thought that the rest of the audience was, too.

In their subjective evaluations of the general effectiveness of the meetings, several of the students commented on the unselfconsciousness and integrity of the Board members. In the first Board meeting they felt that decisions were made very slowly and there was much unnecessary discussion. Two days later at the Board's second meeting, the students were impressed with the decisiveness of the group and its ability to act quickly. Members of the group noted particularly the Board's responsiveness to the spirit of Council's resolutions and to the issues brought up in the ACONDA and ANACONDA reports. The individual members of the Board were well prepared and the meeting was well organized, the students felt. Several members of the group commented that it had been difficult to hear and to follow the proceedings of the meeting.

A large number of the students attended the meetings of the ALA Council. In general, they found that the meetings were presented in an interesting manner and the content of them was informative. Their level of interest in the programs were moderately high and they felt that the audience reaction was one of interest.

Table 4

Evaluations of Meetings of the
ALA Executive Board
By Students to Dallas

Evaluation	Sessions I Tuesday June 22 N=13		Sessions II Thursday June 24 N=12	
	Number of Responses	% of Total	Number of Responses	% of Total
Presentation				
Stimulating	1	8	2	17
Exciting	3	23	-	-
Interesting	5	38	7	58
Boring	4	31	3	25
Content				
Innovative	-	-	1	8
Informative	9	69	7	58
Of little value	4	31	4	33
Respondents' level of interest				
High	5	38	6	50
Moderate	5	38	3	25
Neutral	3	23	1	8
Disinterested	-	-	1	8
No response			1	8
Audience reaction				
Attentive	4	31	7	58
Interested	6	46	25	3
Little interest	3	23	1	8
No interest	-	-	1	8

The students felt the first Council meeting was routine and ineffective, but interesting as an example of how business is conducted by the Association. At times it seemed to them that the meeting was hopelessly bogged down in procedural matters. It would have been helpful they thought if copies of the resolutions had been available. It seemed apparent to the students that at times decisions had been made prior to the meetings.

At the second Council meeting, the students noticed a perceptible shift in the Council's reactions indicating that they had realized they were not responding to the membership's wishes. This meeting appeared to the students to be an effective working session; they found the debate interesting, and it seemed to them that the Council was determined to take action on issues.

To the students, the last Council meeting was the most effective of the three, and in some respects, the students felt that it was an historic meeting. The meeting seemed to move smoothly and the Council took rapid and decisive action. By the last Council meeting the picking at details was over and the issues at hand were familiar to everyone. Several of the students commented unfavorably on the way that some Council members left the floor when a roll call vote was to be taken on controversial issues.

In addition to the meetings of the ALA Executive Board and Council which were attended by a large number of the participants in the project, a few of the students attended other executive sessions and filled out evaluations of them. One participant attended the Resources and Technical Services Division Directors meeting; in his opinion the meeting was very effective and well-coordinated. Another student who attended the meeting of the Board of Directors of the Library Administration Division commented that it was fascinating to watch the real action of ALA taking place in

this executive session. It was refreshing to him to see evidence that major jobs can be undertaken and accomplished by the ALA.

Several students attended the Board meeting of the Teachers Section of the Library Education Division. The non-directed discussions carried on by members of the Board and the indecision exhibited by members of the Board gave the students little hope that any progress would ever be made. There appeared to be very little accomplished by the Board with the result that the same questions will be waiting for answers from the next Board.

Membership Meetings.--Although the students were not required to attend the Membership Meetings, all but four of the participants attended at least one of the four sessions. The objective evaluations of these meetings followed the same pattern that has been described above: the presentations were interesting; the content was informative; the respondents' level of interest was moderate; and they thought the reaction of the audience ranged from attentive to interested.

The students felt that the first Membership Meeting was very well handled by the presiding officer. Although there were attempts to discuss issues of interest, persons who spoke from the floor seemed to be inarticulate and their resolutions were poorly presented. The occasional lapses into undue concern with procedural detail did not prevent the meeting from being an effective working session.

At the Open Discussion of ACONDA and ANACONDA, the students felt that the presentations were very well prepared. The speakers talked about personal issues and spoke as individuals rather than as representatives of groups. Some of the students felt that the speeches were too detailed and very dull.

Membership Meeting II moved very slowly, the students thought, because it was poorly run and very disorganized. To some of the students, this meeting indicated that the real power in ALA lies with Council, and they looked on it as a fascinating experience in reality. They felt that little was accomplished during the meeting because there was too much discussion during the meeting that should have taken place beforehand. Several important resolutions were passed by the membership, but the stude : noted that passage only meant that the resolutions could be presented to the Council for consideration.

A number of the students who attended Membership Meeting III felt that it was the next chapter in the continuing saga of Membership vs. Council. The discussion, they felt, was unnecessarily repetitive and did not deal with vital issues. The students felt that this meeting revealed a lack of knowledge on the part of the membership; much time was wasted because members did not know the ALA Constitution and Bylaws and parliamentary procedure.

Membership Meeting IV the students felt was a highly effective, informative, and stimulating meeting. At times the meeting seemed to get out of hand, and at others it dragged, but on the whole they felt it was a lively meeting at which a great deal of work was accomplished.

The students attended a great many other meetings during the Conference week and their evaluations of those meetings, as with the ones discussed above, indicated a knowledge of the Association gained by careful prior preparation, perceptive observation, and an objective point of view. The quality of the program meetings varied greatly, and after attending some of the meetings, the students wondered if the program planners had read the published library literature recently.

Social Functions

The social occasions which are part of a Conference are as important to the members of the Association as the formally structured business meetings. Several social functions were planned especially for the Students to Dallas, and they attended a number of other events on an individual basis.

Sunday evening after the first general session, President Lillian Bradshaw and the Executive Board hosted the students at a coffee and brandy reception. The students enjoyed this opportunity to meet the leaders of the profession on a social basis.

Before the Newbery-Caldecott dinner Monday evening, Field Enterprises was host to the 53 students at a special reception. The reception was a pleasant occasion which gave the students a chance to become acquainted with some of the Field Enterprises personnel and with other participants in the project as well.

The students were guests of Field Enterprises at the Newbery-Caldecott dinner. Seating was arranged so that the students were at different tables; this plan gave them an opportunity to get acquainted with a number of different people.

The New Librarian Employment, Expectations, and Realization Committee of the Junior Members Round Table invited the 53 students to an informal party Tuesday evening. Since the Students to Dallas would soon be joining their ranks, the members of the JMRT wanted to get acquainted with them.

A change of pace in the activities came Thursday afternoon with a bus tour of area libraries conducted by staff members of the Dallas Public Library. Conflicts with scheduled meetings prevented a number of the

students from going, but the 13 students who went on the tour felt that it was an interesting and valuable experience. The innovative architecture they saw in some of the new buildings was most impressive to them. The spontaneous planning of the tour added a quality of freshness to it, but more students might have been able to go if the tour had been planned and scheduled with more advance notice.

Thursday evening the students were guests at the Field Enterprises reception. A great many people attended this function, giving the students an occasion to meet a number of people.

Although it was not a social function in the strict sense, some of the students assembled Friday afternoon for a meeting with the library press. Representatives from the Wilson Library Bulletin and Library Journal attended the meeting. American Libraries, the official bulletin of the ALA, was invited to participate, but the editor declined the invitation to send a representative to the meeting. The students were surprised and disappointed that there was no one from American Libraries present. Representatives of the press asked the students questions about their reactions to ALA and to the Conference. Although there was a lively exchange between the two groups, there was a feeling that everything had already been said. Perhaps it would have been better to have scheduled the press conference early in the week when the students' reactions were fresher.

The final social event of the week was the Inaugural Banquet Friday evening. Arrangements were made for the students to sit together. Being at this gala occasion with its lovely setting and excellent dinner was an unforgettable experience for the students. During the program, President Lillian Bradshaw recognized the Students and asked them to stand.

Summary

The ALA Annual Conference was held in Dallas during the week of June 20-26, 1971. Although the Students to Dallas participated in a great variety of activities during the week, three general categories of activities may be identified: the three group meetings of the 53 participants, the various ALA program and committee meetings, and the social functions.

The participants in the project were required to attend one specific meeting (the JMRT Orientation) and one executive meeting of a division, committee or round table. Evaluations of the meetings attended were made on special forms.

A number of different social events was planned especially for the Students to Dallas. President Lillian Bradshaw and the Executive Board of ALA, Field Enterprises, and the Junior Members Round Table hosted parties for the participants in the project during the week. In addition, a bus tour of area libraries was arranged and a meeting with representatives of the library press was held. The students attended the Inaugural Banquet Friday evening as a group; it was a fitting way to end the Conference Week in Dallas.

CHAPTER IV

EFFECTS OF CONFERENCE ATTENDANCE

The immediate effects of the Conference Week on the participants in th Students to Dallas project may be evaluated from two different points of view: from the responses to the two attitudinal scales and from the participants' own comments about the Conference. With the attitudinal scales, the pre-Conference responses of both the participants and alternates are examined: also the pre- and post-Conference responses of the participants only are analyzed. The participants' comments about the effects of the Conference on them are summarized and some of them are quoted.

The long range effects of Conference attendance on the participants and on the Association will be more difficult to isolate and measure because of intervening factors that will contribute to the changes. After several years have elapsed and the participants and alternates have had a chance to establish themselves in the library profession, a followup study will be conducted. The results from it will be compared with those from the earlier evaluations, and from these comparisons it is anticipated that some measurement of the effect of the project can be obtained.

The participants found a number of different ways to meet their final obligation to the project--communication of their experiences and reactions to their fellow students and colleagues. A summary of the different ways they fulfilled this requirement is presented.

Attitudes Toward ALA Shown by Participants and Alternates

To measure the students' attitudes toward ALA, two sets of attitudinal scales were developed. The first set of scales consists of a number of different roles the ALA plays in the library profession, and the second set is a group of statements about the functions of ALA. With the first set of scales, the students were asked to assign priorities to the functions; the most important function was to be given a rank of one, the next most important a rank of two, and so on. The ranking of the second scale was somewhat different; for each statement there was a scale of five points, going from strongly agree to strongly disagree, and the students were asked to indicate the extent of their agreement or disagreement with the statements.

The pattern for the discussion of the responses is the same for both scales. First, the ranks assigned by the participants and alternates before the Conference are examined. Second, the participants' responses before the Conference are compared with their responses to the same statements after the Conference.

Roles of the ALA in the library profession.--Seven roles played by the ALA were stated and the respondents were asked to rank the importance of each role of the Association in the library profession. In the discussion, summaries of these responses are considered in two parts: first, the responses of the participants and the alternates before the Conference, and second, the responses of the participants only before and after the Conference.

Before the participants' and alternates' responses were tabulated, it was anticipated that the results would be similar. Since the design of

the evaluation calls for the alternates to serve as a control group, it was necessary that the initial responses of the two groups be very nearly the same. From an examination of the responses, it may be seen that the rankings for the roles are very similar except for role five, to act in areas of legislation, planning, and research and development.

The rankings of the roles by the participants and alternates are displayed in Table 5. In this discussion, attention will be focused on an examination of the most important and the least important rankings of each role. Ranks two through six for each role may be determined from Table 5.

For the first role, to promote and improve the profession, there was agreement on the extreme rankings; 66 percent of the participants and 73 percent of the alternates gave this role a rank of first importance. At the other extreme, two percent of the participants and none of the alternates felt this was the least important role of the ALA in the library profession.

For the second role, to provide a means of publication for professional writing, there is a concentration of responses at one end of the scale. A relatively small group of the participants (4 percent) and alternates (9 percent) gave this role a ranking of first importance, but a large group (20 percent of the participants and 22 percent of the alternates) gave this role a ranking of least importance.

The third role, to make statements concerning the stand of the profession with regard to issues of the day, was given about the same rankings by participants and alternates. Two percent of the participants and 5 percent of the alternates gave this role a rank of first importance. The responses of both participants and alternates indicate a less important

Table 5

Rankings of the Roles of ALA in the Library Profession Given by Participants and Alternates Before the Annual Conference

Roles of the ALA in the Library Profession	Rankings of the Roles of ALA															
	1		2		3		4		5		6		7		Number	
	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A
1. To promote and improve the profession	29	33	4	4	3	2	3	3	2	1	2	2	1	-	44	45
2. To provide a means of publication for professional writing	2	4	9	11	8	7	8	4	3	5	4	5	11	10	45	46
3. To make statements concerning the stand of the profession with regard to issues of the day	1	2	3	3	5	5	4	5	9	6	9	10	11	10	42	41
4. To define areas of social responsibility relevant to the profession	2	1	2	3	4	8	9	3	9	5	16	13	3	10	45	43
5. To act in areas of legislation, planning, and research and development	6	1	9	7	11	5	5	14	10	7	2	7	1	1	44	42
6. To establish and enforce a code of ethics	2	-	7	3	6	11	6	8	7	9	5	5	10	7	43	43
7. To set standards of performance	4	2	13	14	8	7	10	7	4	10	4	-	3	4	46	44

Note: Table should read as follows: role one was given a rank of first importance by 29 participants and 33 alternates; role one was ranked second in importance by 4 participants and 4 alternates, and so on. The total number (N) of participants ranking role one was 44.

role because nearly half of the responses from both groups fall in the two categories indicating the least importance. Of the participants, 21 percent ranked the role sixth in importance and 26 percent, seventh in importance. Of the alternates, 24 percent ranked the role sixth in importance and the same percentage, seventh in importance.

The rankings of the fourth role, to define areas of social responsibilities relevant to the profession, indicate that only a few participants (4 percent) and alternates (2 percent) consider this an important role of the ALA. About one third of the participants (36 percent) and the alternates (30 percent) ranked the role sixth in importance.

The fifth role, to act in areas of legislation, planning, and research and development, was ranked first in importance by 14 percent of the participants, but by only 2 percent of the alternates. There was agreement on the other extreme rank because 2 percent of each group ranked the role of least importance.

For the sixth role, to establish and enforce a code of ethics for the profession, only 5 percent of the participants ranked the role of first importance. None of the alternates ranked the role of first importance, but over one third of the participants (35 percent) ranked the role sixth and seventh in importance. Fewer alternates (28 percent) ranked the role in the lowest two categories.

The final role, to set standards of performance, did not receive rankings of first importance by a very large number of participants (9 percent) or alternates (4 percent). Neither did it have a large number of rankings of least importance by the participants (6 percent) and alternates (9 percent). The greatest number of participants (28 percent) and alternates (32 percent) ranked the role second in importance.

When the pre-Conference and post-Conference responses of the participants were tabulated, it was anticipated that there would be differences between the two sets of responses. These variances, it was thought, would serve as indicators of the changes in attitude that had occurred during the Conference. The two sets of responses are displayed in Table 6 and an inspection of the Table reveals that there are not as many differences between the pre-Conference and post-Conference responses as anticipated.

The difference in responses for the third role, to make statements concerning the stand of the profession with regard to issues of the day, is worthy of special attention. Before attending the Conference, only 21 percent of the participants ranked the role in the first three categories of importance and more than half (57 percent) ranked it in the sixth and seventh categories. After the Conference, the role was given a much higher ranking, with almost half the students ranking the role second and third in importance.

Another difference in responses may be seen in the fifth role, to act in areas of legislation, planning, research, and development. Before the Conference, 34 percent of the students ranked the role first and second in importance. That number was increased to 42 percent after the Conference, indicating a change in attitude toward this role that may have been caused by an increased awareness of the ALA's role in this area gained from Conference attendance.

In the sixth role, to establish and enforce a code of ethics for the profession, the number of students who ranked the category sixth in importance more than doubled (from 12 percent to 27 percent). It would appear that attitudes developed during the Conference week strengthened the low rank of this role.

Table 6

Rankings of the Roles of the ALA in the Library Profession
Given by Participants Before and After the
Annual Conference

Roles of the ALA in the Library Profession	Rankings of the Roles of ALA														Number	
	1		2		3		4		5		6		7			
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
1. To promote and improve the profession	29	27	4	3	3	3	3	2	2	5	2	3	1	-	44	43
2. To provide a means of publication for professional writing	2	2	9	4	8	1	8	7	3	11	4	15	11	1	45	41
3. To make statements concerning the stand of the profession with regard to issues of the day	1	1	3	10	5	10	4	8	9	5	9	7	11	2	42	43
4. To define areas of social responsibility relevant to the profession	2	5	2	4	4	9	9	8	9	12	16	4	3	1	45	43
5. To act in areas of legislation, planning, & research & development	6	4	9	14	11	11	5	8	10	5	2	1	1	-	44	43
6. To establish and enforce a code of ethics	2	3	7	6	6	6	6	8	7	5	5	11	10	2	43	41
7. To set standards of performance	4	-	13	2	8	3	10	2	4	-	4	1	3	7	46	15

Note: Table should read as follows: 29 participants gave role 1 a rank of first importance Before the Annual Conference and 27 participants gave role 1 a rank of first importance After the Annual Conference and so on.

Attitudes toward ALA.--In the second set of attitudinal scales, 14 statements about the ALA were made; the statements are grouped into four categories: the current stance of ALA to social issues, membership in ALA, work on ALA committees, and ALA programs. The students were asked to indicate the level of their agreement or disagreement with the statements on a five point scale. In the discussion, the responses of the participants and alternates before the Conference are considered first. Next the pre- and post-Conference responses of the participants are discussed.

As with the assignment of ranks with the first set of scales, it was anticipated that the participants and alternates would have similar responses. The responses are shown in Table 7 and from an examination of the table, one can see that the responses of the two groups follow the same general pattern.

When the participants' pre- and post-Conference responses were compared, a difference was expected between the two groups of data. The analysis of these responses is focused on the changes in the number of persons who strongly agree with the statements; all the responses are shown in Table 8.

Two statements, numbers four and six, expressed ideas about the current stance of ALA to social issues. There was a large difference in the pre- and post-Conference responses to statement four, "As a spokesman for the profession, ALA makes statements on relevant issues;" in the first set of responses, 9 percent of the participants strongly agreed with the statement, but after the Conference, that number had tripled and stood at 27 percent. The difference in the responses for statement six, "ALA takes a stand on important social issues," was even greater; before

Table 7

Attitudes of Participants and Alternates
Toward ALA Before the Conference

Statement About ALA	Ranks											
	Strongly Agree								Strongly Disagree			
	1		2		3		4		5		Number	
	P	A	P	A	P	A	P	A	P	A	P	A
1. The publication program of the ALA provides a means for librarians to publish professional writing.	17	13	23	19	9	16	2	3	1	-	52	51
2. As a professional librarian I should be active in ALA.	26	26	11	12	13	8	1	2	-	5	51	53
3. The promotion and improvement of the library profession is an active ALA program.	23	19	17	17	7	10	5	3	-	1	52	50
4. As a spokesman for the profession, ALA makes statements on relevant issues of the day.	5	4	16	10	17	17	12	13	2	7	52	51
5. I plan to join ALA as a regular member as soon as I accept my first professional position.	28	26	8	13	15	4	2	1	-	6	53	50
6. ALA takes a stand on important social issues.	3	1	15	10	17	22	7	10	9	9	51	52
7. A code of ethics for the library profession has been established by the ALA.	14	12	17	16	8	10	7	6	2	2	48	46
8. If asked, I will be willing to serve on any ALA committee.	19	11	14	16	9	11	4	9	4	2	50	49
9. Mimimum standards for library service are established by the ALA.	36	27	11	15	-	4	2	2	1	2	50	50
10. In an area of particular interest, I will actively seek appointment to the appropriate ALA committee.	23	17	14	17	11	13	2	2	1	3	51	52
11. Dues are too high for benefits received from membership in ALA.	8	8	13	12	18	16	5	6	4	4	48	46
12. Articles that appear in ALA publications are professionally useful and valuable.	21	15	20	23	10	8	1	3	-	1	52	50
13. In the areas of legislation, planning, and research and development, ALA has carried on active programs.	11	7	24	25	14	15	2	4	-	-	51	51
14. Attendance at membership meetings at the Annual Conference is a professional responsibility.	14	11	13	20	14	10	7	6	3	5	51	52

Note: Table should be read as follows: 17 participants and 13 alternates strongly agreed with statement one; 23 participants and 19 alternates agreed with statement one. and so on.

Table 8

Attitudes of Participants Toward ALA
Before and After Attending the Annual Conference

Statement About ALA	Ranks: Strongly Agree 1		2		3		4		Strongly Disagree 5		Number	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
1. The publication program of the ALA provides a means for librarians to publish professional writing.	17	22	23	18	9	6	2	4	1	1	52	51
2. As a professional librarian I should be active in ALA.	26	27	11	16	13	5	1	5	-	-	51	53
3. The promotion and improvement of the library profession is an active ALA program.	23	24	17	16	7	9	5	1	-	-	52	50
4. As a spokesman for the profession, ALA makes statements on relevant issues of the day.	5	14	16	25	17	8	12	3	2	2	52	52
5. I plan to join ALA as a regular member as soon as I accept my first professional position.	28	28	8	11	15	4	2	2	-	3	53	48
6. ALA takes a stand on important social issues.	3	13	15	19	17	12	7	4	9	3	51	51
7. A code of ethics for the library profession has been established by the ALA.	14	16	17	15	8	13	7	2	2	3	48	49
8. If asked, I will be willing to serve on any ALA committee.	19	27	14	8	9	7	4	6	4	4	50	52
9. Mimimum standards for library service are established by the ALA.	36	30	11	11	-	4	2	3	1	2	50	50
10. In an area of particular interest, I will actively seek appointment to the appropriate ALA committee.	23	25	14	15	11	7	2	3	1	2	51	52
11. Dues are too high for benefits received from membership in ALA.	8	13	13	10	18	15	5	6	4	7	48	51
12. Articles that appear in ALA publications are professionally useful and valuable.	21	12	20	20	10	13	1	4	-	2	52	51
13. In the areas of legislation, planning, and research and development, ALA has carried on active programs.	11	11	24	21	14	15	2	4	-	-	51	51
14. Attendance at membership meetings at the Annual Conference is a professional responsibility.	14	15	13	15	14	16	7	3	3	1	51	50

Note: Table should be read as follows: 17 participants strongly agreed with statement one Before the Comference and 22 strongly agreed after attending the Conference; 23 people agreed with statement one Before the Conference and 18 agreed with it after the Conference, and so on.

the Conference 6 percent of the students strongly agreed with the statement, but after the Conference, that number increased fourfold and 25 percent of the students strongly agreed with it.

Statements two, five, eleven, and fourteen were designed to elicit attitudes about membership in ALA. The responses to statement two, "As a professional librarian, I should be active in ALA," were the same before the Conference as they were after it; 51 percent of the participants strongly agreed with the statement in each set of responses. A slight difference was shown in the two sets of responses to statement five, "I plan to join ALA as a regular member as soon as I accept my first professional position." Prior to the Conference, 53 percent of the students strongly agreed with the statement, but after attending the Conference, 58 percent of them strongly agreed with it.

For statement eleven, there was an increase in the number of persons who strongly agreed with the statement in the post-Conference group of responses, and this increase must be interpreted negatively. Responses to statement eleven, "Dues are too high for benefits received from membership in ALA," showed an increase of 8 percent; in the pre-Conference responses, 17 percent of the students strongly agreed with the statement, but in the post-Conference group 25 percent strongly agreed.

The responses to statement fourteen, "Attendance at Membership Meetings at the Annual Conference is a professional responsibility," showed a slight decrease after the Conference. Before the Conference, 30 percent of the students strongly agreed with the statement, but afterwards, 27 percent strongly agreed. The number of students who agreed with the statement (the second rank on the scale) decreased even more, from 30 percent before the Conference to 25 percent after the Conference.

A large number of the students attended the four membership meetings held during the Conference, and it is likely that this was an influential factor.

To get information about the participants' attitudes toward working on ALA committees, statements eight and ten were included. There was a marked increase in the number of persons in the post-Conference group who strongly agreed with statement eight, "If asked, I will be willing to serve on any ALA committee." Before the Conference, 38 percent of the students agreed strongly with the statement, and after the Conference this number was increased by 14 percent to a total of 52 percent who agreed strongly with the statement.

The difference between the two sets of responses was not as great for statement ten, "In an area of particular interest, I will actively seek appointment to the appropriate ALA committee." In the pre-Conference responses 45 percent of the students strongly agreed with the statement; after the Conference, the number who agreed strongly increased 5 percent to 48 percent.

Six statements were directed toward ALA programs. Responses to statement one, "The publication program of the ALA provides a means for librarians to publish professional writing," showed an increase of 10 percent in the group of post-Conference responses. Before the Conference, 33 percent of the students strongly agreed with the statement, and afterwards, 43 percent of them strongly agreed with it.

Statement three, "The promotion and improvement of the library profession is an active ALA program," showed a much smaller increase between the two groups of responses than was anticipated. In the pre-Conference responses, 44 percent of the participants strongly agreed

with the statement, but in the post-Conference group, 48 percent strongly agreed with it. The same amount of increase (4 percent) was shown for statement seven, "A code of ethics for the library profession has been established by the ALA." Prior to the Conference, 29 percent of the students agreed strongly with the statement, and after the Conference, 33 percent strongly agreed with it.

For statements nine and twelve, the number of participants that strongly agreed was less in the post-Conference responses than in the pre-Conference responses. The number of students who agreed strongly with statement nine, "Minimum standards for library service are established by the ALA," decreased 12 percent in the post-Conference responses, from 72 percent to 60 percent. The decrease in the number of students who agreed strongly with statement twelve, "Articles that appear in ALA publications are professionally useful and valuable," was even greater. In the pre-Conference responses, 40 percent of the students agreed strongly with the statement, but only 24 percent of the post-Conference responses agreed strongly, a decrease of 16 percent.

The response to statement thirteen, "In the areas of legislation, planning, and research and development, ALA has carried on active programs," showed no difference between the pre- and post-Conference responses. In both sets of responses, 22 percent of the participants strongly agreed with the statement.

Summary of responses to attitudinal scales.--The students' responses to the two sets of attitudinal scales are summarized and analyzed. Since the group of alternates is to be used as a control group in the long range evaluation of the project, it is important that their responses be similar to those of the participants. The responses from

both scales are similar enough to use in this manner.

The first set of scales is related to the roles the ALA plays in the library profession, and the respondents were asked to rank the importance of the roles. An examination of the responses shows that the respondents agreed that the most important role of the ALA is to promote and improve the library profession. They felt that the role of setting standards of performance was second in importance.

There was agreement that the four roles of providing a means of publication for professional writing, of making statements concerning the stand of the profession on issues of the day, of defining areas of social responsibilities relevant to the profession, and of establishing and enforcing a code of ethics for the profession were relatively less important. The participants and alternates did not agree on the importance of the Association's role of acting in areas of legislation, planning, and research and development: the participants felt the role was more important than the alternates did.

In comparing the participants' pre- and post-Conference rankings of these roles, differences were expected to appear, but the actual differences were less than the anticipated ones. It was thought that attending the Annual Conference would create changes in participants' attitudes that would be reflected in changes in the way they ranked the roles of ALA. There were noteworthy changes in three of the roles.

One of the greatest changes in ranking was for the role of making statements concerning the stand of the profession with regard to issues of the day. Before the Conference, less than one quarter of the participants ranked the role in the first three categories of importance, but afterward, almost half of them ranked the role second and third.

The role of acting in areas of legislation, planning, and research and development showed an increase in importance of almost 10 percent. With the role of establishing and enforcing a code of ethics for the profession, the number of participants who ranked the role lowest in importance almost doubled, reinforcing the initial ranking of the role. These changes in ranking serve as indicators of changes in attitude that occurred during the Conference Week.

The second set of scales was constructed to measure the attitudes of the respondents toward ALA. Fourteen statements were given and the students were asked to rate the extent of their agreement or disagreement with the statements. The pre-Conference responses of the participants and alternates were found to be similar. A difference between the pre- and post-Conference responses was anticipated, but as with the first scale, this difference was not as great as expected.

The fourteen statements were grouped into four categories: the current stance of the ALA toward social issues, ALA membership, working on ALA committees and ALA programs.

In the first set of statements regarding the stance of the ALA toward social issues, there were large differences in the pre- and post-Conference responses. For one statement, the number of students who strongly agreed tripled and for the other, it quadrupled after the Conference.

The changes in response to the statements about membership in ALA showed little change. The responses after the Conference were essentially the same as those before the Conference which would seem to indicate that attending the Conference did not convince the students that they wanted to become members of the Association.

Responses to the statements about working on ALA committees showed a marked increase after the Conference. These increases support the statements made by a number of the students that they wanted to work within the structure of the Association to improve it.

Almost half of the statements was concerned with the ALA programs. The changes in the responses to these statements show a range of differences. The greatest positive change was in the responses to the statement regarding the publication program of ALA; there was a 10 percent increase in the number of students who agreed strongly with the statement after the Conference.

Two changes in response are negative in that more people agreed strongly with the statement before the Conference than after it. The responses to two statements increased slightly, and the responses to one statement remained the same.

Students' Comments About the Conference Week

At the end of Questionnaire 2, the participants were asked to give their reactions to the Conference Week as a whole, and specifically they were asked to comment on the activity that they considered to be most influential in forming their attitudes about the Conference.

The reactions of the students varied, but in general they had a strongly positive reaction to their experiences during the week. Even those students who had been cynical and somewhat negative at the beginning of the week left Dallas with a much more positive attitude toward the Association. The comment of one student summarizes this change:

> My general response is overwhelmingly positive. I am prepared to make a commitment to ALA that I would have been

> very disinclined to make had I not participated in this project.

The Membership Meetings were felt by the majority of the students to be the most influential part of the week's experiences, because it was in them that they saw how the Association really works and what it is. They witnessed in these meetings the democratic process in action; also, they saw a great flow of ideas and an orderliness in the consideration of them. The responsible attitude of the membership impressed the students, and they thought the "yeastiness" of the conflicts among the members was excellent. The students commented on the importance of participation by the total membership in these meetings so that vocal activist groups do not appear to represent all the ALA members.

Some of the students commented that they had been prepared to be bored by the Membership Meetings, but they found the dicussions and deliberations extremely interesting. Many students commented that they had gotten more out of these meetings than they had from the program meetings.

The comment of one of the participants sums up the general feeling of the group about the membership meetings:

> The Membership Meetings were most important to me. It was at these meetings that I had the opportunity to see all the diverse groups of ALA membership represented and hear them express themselves on issues.

The interaction of the participants in the Students to Dallas project with each other was felt to be one of the greatest influences of the week. The give and take among the members of the group, the sharing of experiences, and the discussions of ideas and attitudes were considered to be of paramount importance. In his comments, one student represents the feelings of

many of the participants:

> The activity that was most influential for me was the give and take camaraderie of the students. Exchanging viewpoints, sharing experiences, and just getting to know alive, eager, intelligent people from all over the country has been an experience I'll never forget.

Another student said:

> The interaction with other students has been the key (no doubt about that!) and probably more important and influential than anything else.

The person-to-person contacts with people at the Conference were thought to be extremely important. One student said that this contact had developed in him a feeling of professional pride in being a librarian. Another student said the person-to-person contact was vital to him because it helped him sort out the week's events. Discussions with Council members, library directors, and other members of the profession helped the students to understand better the meaning of librarianship and the Association.

Most of the students were disappointed in the program meetings, and for that reason felt that they were less influential than they might have been. Although there were some valuable and interesting meetings which were highly effective in disseminating information, this did not seem to be the general rule. In many cases, the students felt that the programs were mediocre in content, poorly planned, lacking in originality, parochial, and myopic. There seemed to be little feedback from the audience in many of the meetings.

The social events provided a valuable dimension to the week. One student commented that they were the "icing on the cake" for him. They were fun and at the same time provided a means of meeting people informally. These events, the students felt, were well planned and beautifully executed. Though

some of the students were less enthusiastic about them, most of the members of the group felt that the social events were very valuable because they enabled the members of the Association to get together and to understand each other.

The exhibits, the students felt, were an important component of the Conference Week. The students learned a lot from the exhibits and gained much helpful information from their visits to the exhibits.

Several of the students expressed amazement at the scope of the Conference--the number of librarians present, the number of working committees, and the amount of work accomplished. They were impressed with the political nature of the Association and the cross currents of sentiment and opinion among the members, realizing at the same time that this is a characteristic of all organizations. There developed in the students an appreciation of the difficulties involved in working within the framework of the organization and they left Dallas with a desire to work within the framework to bring about changes and improvements. Throughout the comments runs an expression of respect for the integrity, preparation, and responsive action of the officers of the Association.

Several participants' comments summarize the effects of the Conference Week:

> The total effect has been to give me perspective on the attitudes and practices prevalent in librarianship throughout the country.
>
> On the whole, I feel I could not have had as broad an understanding of ALA through any means other than attending the Conference. I think the overview I have gotten has been both realistic and typical of ALA problems and procedures.
>
> This has been a stimulating and mind-expanding week!
>
> Some people have said this was an historic Conference; not having attended ALA Conferences, I can't judge it from

this point of view. However, I can say that I felt that it was in these meetings that the future, positive direction of ALA, as asserted by the membership, was determined.

Participants' Communication of Conference Experiences

The participants found a great many different ways to communicate their Conference reactions and experiences to their fellow students and colleagues, and most of them used several different ways to tell about what had happened during the Conference Week. Two thirds of the participants fulfilled this final requirement of the project and informed the Project Director of what they had done. Even though 18 participants did not inform the Project Director of their activities, it is likely that they have communicated their experiences to others.

The most popular means of communicating Conference impressions was informal conversations with classmates, other library staff members, and generally anyone who would listen. It is safe to assume that almost all the students communicated their experiences in this manner to some extent.

A number of the students attended meetings of the regional and state library associations, and in a number of the meetings they were part of the program. Participants in the Students to Dallas project attended the meetings of the Pacific Northwest Library Association, the New York Library Association, the New England Library Association, the Midwest Library Association, the Mountain Plains Library Association, and the Association Canadienne des Bibliothèques de Langue Française.

Writing articles was another way a number of the students communicated their experiences: the articles were published in both student bulletins and the professional library journals. The impressions of four of the Students to Dallas were published in the Conference Roundup issue of Library

Journal (August, 1971), and in its letters to the editor column, "Commentary," the January, 1972, issue of American Libraries included letters from three of the participants. The Wilson Library Bulletin also printed an article by one of the students.

Talks to the student colloquia and faculty-student groups were another way the students told others about their experiences in Dallas. Some of the students prepared posters and other visual materials to accompany their talks and found these items to be very helpful in getting their message across. Several students who had accepted positions in locations away from their library schools had their expenses paid to return to campus to talk about the Annual Conference in Dallas. One participant had a part in the library school's orientation program for new students, and another spoke at the summer luncheon honoring new graduates.

A large number of the students talked to classes in their library schools, led discussions, and answered questions about the ALA. The classroom presentation of one of the students was taped for use again at a later time. Several of the students posted ALA materials on bulletin boards in the library school and provided materials from the Conference for examination.

Summary

To evaluate the effectiveness of the project, two attitudinal scales were developed to measure the students' knowledge of and attitudes toward the ALA. The responses of the participants and alternates are discussed and the responses of the participants before and after the Conference are analyzed. The differences between the pre- and post-Conference responses serve as indicators of the changes that may have been a result of Conference attendance.

Also, the students were asked to comment on their reactions to the Conference and its effects on them. Their subjective evaluations are a

valuable complement to the objective evaluations.

The students were most influenced by the general membership meetings and the meetings of the Council and Executive Board. The interaction of the participants in the Students to Dallas group was considered to be extremely influential. The person-to-person contact with other conferees was also influential. In general, the students were disappointed with the program meetings they attended. They felt that the social events provided an essential dimension in the week's activities. Their total reaction to the Conference was overwhelmingly positive.

The participants in the project found a number of different ways to communicate their Conference experiences to their fellow students and colleagues. Informal conversations were the most popular way, but a number of the students made formal presentations to meetings of the state and regional library associations. Several of the students published articles in the professional library journals. The students' enthusiasm for the project and their concern for the Association appear in all the reports of their activities.

CHAPTER V

CONCLUSIONS

The first four chapters of this report have described the Students to Dallas project and presented the results of the evaluative research conducted to determine the project's effectiveness. The major goal of the project was to involve prospective members of the library profession in the activities of the American Library Association. Without question, this goal was achieved by the 53 students who were in Dallas for the Annual Conference.

Another goal of the project was to communicate the fresh reactions and impressions of the participants to the leadership of the Association. The students had a number of occasions to apprise the leaders of the Association of their concerns, reactions, and thoughts, and they did not hesitate to do so. In addition, they questioned, probed, and reacted to all aspects of the Conference. Before arriving in Dallas, the students had studied the Association and its Annual Conferences. From their class assignments they were familiar with the current library literature and additional study and reading had made them conversant with the ALA Constitution and Bylaws and parliamentary procedure. On the basis of this background and their own observations, they offered perceptive comments and analyses. These statements have proved to be valuable to the Association and its members.

Although the effects of the project on individual student participants are difficult to measure objectively, there is no doubt about the impact the Conference made. During the hectic week of constant activity, many

new ideas and experiences were thrust upon the students. One student summed it up nicely with the following statement:

> I couldn't possibly imagine a finer and nicer way of beginning my professional career than by being selected as a participant in the Students to Dallas project.

Attitudinal scales were constructed to measure the effects of the Conference Week on the students. The analyses of the responses to these scales indicated that the influence of a number of different factors in addition to the project caused changes in the students; it is very difficult to isolate the effect of the one factor of Conference attendance on a participant in the Students to Dallas project and say it caused changes.

In addition to the objective evaluation, there was also a subjective evaluation made by the students themselves. The students were asked to describe the effects of the Conference on them, and throughout their replies there is an enthusiasm and a positive attitude toward the Association. It appears that, in the students' opinion, the most important influence of the Conference was the interaction they had with their fellow participants in the project. The excitement generated by bringing together a group of lively, interested, articulate, intelligent librarians was truly remarkable.

In evaluating the experiences of the Conference week, one student commented:

> It was a marvellous week; I wish it weren't at an end. I feel that I have learned more in this week than during nine months of library school.

Another said:

> This whole experience has been a tremendously rewarding and valuable experience for me. I only wish that many more

students could come and have the opportunities, privileges, and welcome that we had.

The effect of the student participants on the Association and the Conference is impossible to measure, and only subjective impressions of the effect can be offered. The presence of the students at membership, Council, and Executive Board meetings made a great difference, because they were informed and articulate observers and participants. The students asked questions and raised issues pertinent to the discussions they attended. Their interaction with the members provided a new and unique element in the Annual Conference.

The members of the Association, for their part, were interested and listened to what the students had to say. Members who saw the purple Students to Dallas ribbon on a badge often stopped to talk and get acquainted. The interest in the project shown by the membership was most encouraging.

The long term effectiveness of the project cannot be determined for several years. After the students have worked as members of the profession for a few years, an estimate of the effect of the project can be made. Isolating the one factor of being part of the Students to Dallas project will be even more difficult then than it was immediately after the Conference because there are no controls over other factors that will also cause changes. At best it will be possible to suggest ways that the project may have caused changes, and within clearly defined limits, the followup study may be able to show that the project did have the effect it proposed to have.

To conclude, it is strongly recommended that the American Library Association find a way to sponsor the attendance of new professional librarians at its Annual Conferences. The educational values of this experience both to the new librarians and to the Association cannot be overestimated. By

providing special help and assistance for beginning librarians who are attending their first Conference, the Association has an opportunity to develop an increasingly large group of members who will understand their professional association and will want to contribute to it. In the future, such an investment will pay handsome dividends in terms of an informed, concerned, and participatory membership.

APPENDIX A

LETTER TO DEANS

AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

January 8, 1971

STUDENTS TO DALLAS (ALA GOALS AWARD 1970)
MRS. BARBARA SLANKER, DIR.
701 SOUTH SECOND STREET
SPRINGFIELD, ILL. 62706

Mr. Leslie H. Janke, Chairman
Department of Librarianship
San Jose State College
San Jose, California 95114

Dear Mr. Janke:

The ALA Membership Committee invites your library school to participate in the Students to Dallas project, the ALA Goals Award, 1970. The purpose of the project is to involve prospective members of the library profession in ALA activities and thereby improve the Association and the role its members play in it. This aim is to be accomplished by bringing one student from each of the ALA-accredited graduate library schools in the United States and Canada to Dallas to attend the Annual Conference of the American Library Association in 1971.

This project will allow immediate feedback to the leadership of the Association from the student participants, and at the same time it will provide a channel of communication for the interpretation of the workings of the Association by its membership. It is hoped that the project will lead to greater student interest and increased membership in ALA, generated both by the participants' attendance at the meetings and by discussion of their experiences and impressions with fellow library school students.

The selection of one participant and one alternate will be made from student nominations by a committee composed of two faculty members and three students. The basis for selection will be the student's potential for making a meaningful contribution to the library profession. Nominations and selection must be made on an award basis rather than by application or competition.

To be eligible, a student 1) must be enrolled at least one-half time in an ALA-accredited graduate library school in the U. S. or Canada; 2) must NOT have attended an ALA Annual Conference; and 3) must have demonstrated an interest in the professional library organizations.

The deadline for the selection of the participant and the alternate is April 15, 1971. After the Committee's decision has been made and sent to me, I will notify the participant and the alternate of their selection.

I plan to attend the AALS Friday afternoon, January 15, 1971, in Berkeley, to talk about the Students to Dallas project and answer any questions about it you may have. At that time I would like to have your response to my invitation to participate in the project.

Sincerely,

Barbara Slanker (Mrs.)
Director, Students to Dallas

APPENDIX B

LETTER TO PARTICIPANTS

AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

April 23, 1971

STUDENTS TO DALLAS (ALA GOALS AWARD 1970)
MRS. BARBARA SLANKER, DIR.
701 SOUTH SECOND STREET
SPRINGFIELD, ILL. 62706

Mr. John Legry
1253 South 7th Street #66
San Jose, California 95114

Dear Mr. Legry:

Congratulations! You have been selected by a committee of your fellow students and library school faculty to be your school's participant in the Students to Dallas project, the J. Morris Jones--World Book Encyclopedia--ALA Goals Award, 1970. May I have your response to this nomination by May 5, 1971; a stamped, addressed envelope is enclosed for your reply.

Three purposes are to be accomplished by this project: 1) communication of the functions and goals of ALA to the student participants; 2) recruitment of new members for the Association; and 3) provision of a framework within which persons entering the profession may communicate their concerns to the leadership of the profession. Basic to the project is an objective evaluation of its effectiveness. A research design consisting of questionnaires, evaluation forms, and structured interviews has been developed to measure the project's effectiveness.

The first measurement instrument is a questionnaire to be filled out by the participants before they attend the Annual Conference. Please fill out the enclosed copy of the questionnaire and return it to me with your response to the nomination by Wednesday, May 5, 1971.

As a participant in the project, two requirements are made of you. First, you must agree to spend the entire week of the Annual Conference (Sunday, June 20 through Friday, June 25) in Dallas; and you must plan to arrive in Dallas by noon Sunday, June 20. Second, you must fill out the evaluative questionnaires and reports as specified by the Director and agree to communicate your Conference experiences with others. Your acceptance of the nomination constitutes your agreement to meet these requirements.

At present I am completing arrangements for your travel, room accommodations, and food expenses; details of these arrangements will be contained in my next letter to you. That letter will also have information about the special social events being planned for the Students to Dallas.

I am very pleased that you have been chosen to represent your library school in the Students to Dallas project, and I look forward to having your response to the nomination and your completed questionnaire.

Sincerely,

Barbara Slanker (Mrs.)
Director, Students to Dallas

APPENDIX C

LETTERS TO ALTERNATES

LETTER ANNOUNCING SELECTION
FIRST FOLLOWUP LETTER
SECOND FOLLOWUP LETTER

AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

April 23, 1971

STUDENTS TO DALLAS (ALA GOALS AWARD 1970)
MRS. BARBARA SLANKER, DIR.
701 SOUTH SECOND STREET
SPRINGFIELD, ILL. 62706

Miss Jayne Ann Castle
950 Meridan Avenue
San Jose, California 95114

Dear Miss Castle:

Congratulations! You have been selected by a committee of your fellow students and library school faculty to be an alternate to your library school's participant in the Students to Dallas project, the J. Morris Jones--World Book Encyclopedia--ALA Goals Award, 1970.

Three purposes are to be accomplished by this project: 1) communication of the functions and goals of the ALA to the student participants; 2) recruitment of new members for the Association; and 3) provision of a framework within which persons entering the profession may communicate their concerns to the leadership of the profession. Basic to the project is an objective evaluation of its effectiveness. A research design consisting of questionnaires, evaluation forms, and structured interviews has been developed to measure the project's effectiveness.

The alternates will play an important part in the long-range evaluation of the project. In addition to serving as a replacement if the selected participant is unable to attend the Conference, the alternate will be asked to fill out the first measurement instrument; this questionnaire is to be completed by both the alternates and the participants before the Annual Conference.

A copy of this first questionnaire is enclosed. Please complete it and return it to me in the envelope provided by Wednesday, May 5, 1971.

I am very pleased that you have been chosen as an alternate in the Students to Dallas project and look forward to receiving your completed questionnaire. Thank you for your cooperation in this evaluation process.

Sincerely,

Barbara Slanker (Mrs.)
Director, Students to Dallas

Enclosures

BS:vl

AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

May 27, 1971

STUDENTS TO DALLAS (ALA GOALS AWARD 1970)
MRS. BARBARA SLANKER, DIR.
701 SOUTH SECOND STREET
SPRINGFIELD, ILL. 62706

Miss Mary Metz
School of Librarianship
University of Washington
Seattle, Washington 98105

Dear Miss Metz:

On April 23 I sent you a letter (a copy which is enclosed) informing you of your selection as an alternate in the Students to Dallas project. In that letter, I asked you to fill out Questionnaire One and return it to me; I am concerned because I have not received the questionnaire from you yet.

In the letter I explained the two roles the alternates will play in the Students to Dallas project. First, if the participant cannot go to the Conference, the alternate will take his place. Secondly, you will play a very important role in the project's evaluation which will be based on responses from both participants and alternates. Responses from the alternates will be especially important in the follow-up study of the project scheduled to be conducted in 3 to 5 years, and I urge you to take a few minutes to fill out the enclosed questionnaire and return it to me in the stamped, self-addressed envelope provided.

Thank you for your help and cooperation.

Sincerely,

Barbara Slanker (Dr.)
Director
Students to Dallas

BS:vl

Enclosure

AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

STUDENTS TO DALLAS (ALA GOALS AWARD 1970)
MRS. BARBARA SLANKER, DIR.
701 SOUTH SECOND STREET
SPRINGFIELD, ILL. 62706

July 16, 1971

Miss Mary Metz
School of Librarianship
University of Washington
Seattle, Washington 96105

Dear Miss Metz:

On April 23 I sent you a letter informing you of your selection as an alternate in the Students to Dallas project. In that letter I asked you to fill out Questionnaire One and return it to me. Since I did not receive the completed questionnaire from you, I sent another letter on May 27, asking you again if you would fill out the questionnaire.

The ALA Conference is over and the Students to Dallas project was a great success. The alternates play a vital role in the continuing evaluation of this project, as I explained to you in my previous letters, and I urge you to fill out the enclosed questionnaire and return it to me by July 30. Your response is extremely important in the evaluation of the project that I am working on now.

Thank you for your cooperation.

Sincerely,

Barbara Slanker (Dr.)
Director
Students to Dallas

BS:vl

Enclosure

APPENDIX D

STUDENTS TO DALLAS
PARTICIPANTS AND ALTERNATES

School	Participant	Alternate
California		
San Jose State College	John P. Legry	Jayne Anne Castle
University of Southern California	Mrs. Barbara K. Moss	Patricia Karnes
University of California, Berkely	Mrs. Barbara Williams	Mrs. Carla Witzel
University of California, Los Angeles	David M. Mayfield	Kristin Ecklund
Colorado		
University of Denver	Mrs. Peggy Bedinger	Kate W. Sanders
District of Columbia		
Catholic University of America	Mrs. Leila Shapiro	Mrs. Holloway Korchoff
Florida		
Florida State University	Dean A. Padgett	Kathleen Allen
Georgia		
Atlanta University	Brenda J. Cox	Mrs. Mary Satchell
Emory University	Elizabeth Allen	Nancy Barta
Hawaii		
University of Hawaii	Mrs. Karen Gardner	Mrs. Bronwen Solyom
Illinois		
Northern Illinois University	Mrs. Marion R. Burton	Andrew Sim
Northern Illinois University		James Muellner
Rosary College	Danielle R. Krol	Mrs. Ruth Abbate
University of Chicago	Joan C. Van Blake	Madelynne Billings
University of Illinois	David Dowell	Nancy Sixsmith
Indiana		
Indiana University	Christine Lothman	Mrs. Karen Cushman
Kansas		
Kansas State Teachers College	Walter J. Hartmetz	Mrs. Jean Pike
Kentucky		
University of Kentucky	Mrs. Deanna Hudson	Frank Smith
Louisiana		
Louisiana State University	Mrs. Laura Seals	Regina Leake
Louisiana State University		Pauline Ozio

School	Participant	Alternate
Maryland		
University of Maryland	Jeffery G. Reed	Katherine Setlow
Massachusetts		
Simmons College	Vincent F. Servello	Nancy G. Vaupel
Michigan		
University of Michigan	Lynn Wishart	Mrs. Peggy Giltrow
Wayne State University	Mrs. Pamela Johnson	Gerald Obrochta
Western Michigan University	John Lewis	Connie Henderson
Minnesota		
University of Minnesota	Suzanne Le Barron	Bernadette Pyter
Missouri		
University of Missouri	Ray Donald Cook	David Doennig
New Jersey		
Rutgers--The State University	Kathleen A. Bickett	Polly Rush
New York		
Columbia University	Pamela Wood	Antoinette Moss
Long Island University	Mrs. Gladys Dove	Mrs. C. Prendergast
Pratt Institute	J. Thomas Jennings	Mrs. Muriel Turk
Queens College	Francis Campbell, Jr.	Mrs. P. Bartseld
State University of NY-Albany	Brian Nielsen	Pamela Beninati
State University of NY-Geneseo	Mrs. Deborah Coover	Fred Allison
Syracuse University	Charles Martell, Jr.	David Lansford
North Carolina		
University of North Carolina	Joanne C. Kares	Mrs. Beatrice Bruce
Ohio		
Case Western Reserve University	Stephen E. James	Janet Young
Case Western Reserve University		Mrs. Iris Boyd
Kent State University	Robert H. May	Mrs. Victoria Zanca
Oklahoma		
University of Oklahoma	Mrs. Linda L. Cowen	Linda Ann Levy
Oregon		
University of Oregon	Irene Elizabet Grants	Jean Johnson
University of Oregon		Mrs. Marijoy Rubaloff

School	Participant	Alternate
Pennsylvania		
Drexel University	Mrs. Cheryl Percy	Mrs. Joyce Shapiro
University of Pittsburg	Eleanor W. Fisher	Nancy Davenport
Tennessee		
George Peabody College for Teachers	Douglas Phelps	Bill Corbin
Texas		
North Texas State University	Jeri Cole	Mrs. Martha Brown
Texas Women's University	Bernice Persky	Judith Miller
University of Texas	Mrs. Jill E. G. Evans	Karen Bernard
Utah		
Brigham Young University	Larry Ostler	Kent Johnson
Washington		
University of Washington	Mrs. Elizabeth Bothner	Mary Metz
Wisconsin		
University of Wisconsin	Mrs. Nancy Saunders	Cleo Powers
Canada		
McGill University	Danae Victoria Savides	Mrs. V. Ferguson
University of Alberta	Mrs. Yvonne Sutherland	Mrs. C. de Scossa
University of Alberta		Paula Trout
University of British Columbia	Mrs. Carol A. Johnson	A. Von Mevenfeldt
Université de Montreal	Real Messier	Onil Dupuis
University of Toronto	Margot Greer	Michael Moen
University of Western Ontario	Harvey Dust	Ted Bergey

APPENDIX E

EVALUATIVE INSTRUMENTS

QUESTIONNAIRE ONE
EVALUATION OF MEETING ATTENDED
QUESTIONNAIRE TWO

STUDENTS TO DALLAS
Questionnaire 1

I. GENERAL INFORMATION

Name _____ Age ____ Sex ____
(Miss, Mrs., Mr.)
Library school _____
Present address _____
Street City State Zip
Permanent address _____
Street City State Zip

Education

	College or University	Major	Minor	Degree	Year
Undergraduate					

Work Experience
List latest position first

	Position & Duties	Institution	Date
Library experience			

Plans
Please indicate the specific type of library work you want to do:

Public services
___ Reference service
___ Children's service
___ Young adults
___ Readers' service
___ Other, specify _____

Technical services
___ Acquisitions work
___ Cataloging
___ Documents
___ Other, specify _____

Please indicate the type of library in which you want to work:

___ Public library
___ University library
___ College library
___ Junior college or community college library
___ School library
___ Institution library (Prison, hospital, mental institution)
___ Special library
___ State library agency
___ Other, specify _____

II. MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

1. Are you a member of your state library association? ___Yes ___No

2. Are you a member of a regional library association? ___Yes ___No

If you are a member of a regional association, please check the one to which you belong:

___ Pacific Northwest	___ North Central	___ New England
___ Southwestern	___ Southeastern	___ Canada
___ Mountain Plains	___ Mid-Atlantic	___ Hawaii
___ Midwestern		

3. Are you presently a member of the American Library Association?
   ___ No
   ___ Yes
      ___ Student member
      ___ Regular member

   If yes, why did you join ALA?
   ___ Colleagues and friends joined
   ___ As an aid to securing a position
   ___ Wanted to receive ALA publications
   ___ Interest in ALA
   ___ Wanted to attend the Midwinter Meetings
   ___ Other, specify _____

4. Have you attended the national meeting of a professional organization?
   ___ Yes ___ No

   If yes, please check the type of meeting you attended and rate it on scale.

	Extremely Useful				Useless
Program meeting					
Business meeting	1	2	3	4	5
Exhibits	1	2	3	4	5
General sessions	1	2	3	4	5
Cocktail parties	1	2	3	4	5
	1	2	3	4	5

5. Why is it the responsibility of a professional librarian to belong to the American Library Association? (Please confine your statement to the lines below.) _____

III. KNOWLEDGE OF ALA

1. Please list below the professional journals you read regularly:

_____ _____
_____ _____
_____ _____

2. In the following list, please rank the role of a professional organization in the first column; in the second column, rank the role of the ALA in the library profession. In each group of rankings, please give the most important role of a rank of 1, the second most important a rank of 2, and so on.

A Profession	ALA	
_____	___	to promote and improve the profession
_____	___	to provide a means of publication for professional writing
_____	___	to make statements concerning the stand of the profession with regard to issues of the day
_____	___	to define areas of social responsibility relevant to the profession
_____	___	to act in areas of legislation, planning, and research and development
_____	___	to establish and enforce a code of ethics for the profession
_____	___	to set standards of performance
_____	___	other, specify _____

3. Organizational structure of ALA
In the two groups of statements below, please put an "x" before the applicable statements.

a. Present ALA structure
___ ALA is governed by a Council.
___ Members of the Council are elected by the membership only.
___ The Association's headquarters is in Washington, D.C.
___ The 14 divisions of ALA fall in two broad categories: type of library (TOL) and type of activity (TOA).
___ The Executive Board serves as the central management board of the Association.
___ Members of ALA Committees are appointed by the President.
___ Autonomous national and international organizations having purposes similar to ALA's are affiliated with the ALA.

b. Changes proposed by ACONDA
___ To achieve greater democratization of the organization, ACONDA recommends a policy of "one man, one vote" for determining Council membership.
___ Communication is identified as a major problem area to be evaluated and improved.
___ Several different proposals for the realignment of divisions have been suggested.
___ A "Triad" structure consisting of a Membership, Forum, Advisory Committees, and Office is one of the types of structures proposed.

IV. ATTITUDE TOWARD ALA

A. On the scale to the right, please indicate the extent of your agreement or disagreement with the statements below.

	STRONGLY AGREE				STRONGLY DISAGREE
1. The publication program of the ALA provides a means for librarians to publish professional writing.	1	2	3	4	5
2. As a professional librarian I should be active in ALA.	1	2	3	4	5
3. The promotion and improvement of the library profession is an active ALA program.	1	2	3	4	5
4. As a spokesman for the profession, ALA makes statements on relevant issues of the day.	1	2	3	4	5
5. I plan to join ALA as a regular member as soon as I accept my first professional position.	1	2	3	4	5
6. ALA takes a stand on important social issues.	1	2	3	4	5
7. A code of ethics for the library profession has been established by the ALA.	1	2	3	4	5
8. If asked, I will be willing to serve on any ALA committee.	1	2	3	4	5
9. Minimum standards for library service are established by the ALA.	1	2	3	4	5
10. In an area of particular interest, I will actively seek appointment to the appropriate ALA committee.	1	2	3	4	5
11. Dues are too high for benefits received from membership in ALA.	1	2	3	4	5
12. Articles that appear in ALA publications (American Libraries, Journal of Library Automation, C&RL, LRTS, RQ) are professionally useful and valuable.	1	2	3	4	5
13. In the areas of legislation, planning, and research and development, ALA has carried on active programs.	1	2	3	4	5
14. Attendance at membership meetings at the Annual Conference is a professional responsibility.	1	2	3	4	5

B. Please indicate which ONE of the following was MOST influential in forming your attitude about ALA.

_____Classroom discussions
_____Informal contact with the library school faculty
_____Example of the library school faculty
_____Colloquia or other special meetings sponsored by the library school
_____Discussions with friends, relatives, and colleagues
_____Membership in other professional organizations
_____Attending the Annual Conference of the ALA in Dallas

EVALUATION OF MEETING ATTENDED

A. Identification

Name _____
Title of session attended _____
Sponsoring group _____
Date _____ Time _____ Location _____
Room Building

B. Type of Meeting

___ Closed business meeting of executive committees
___ Open business meeting
Public program meeting
_____ Prepared speech
_____ Panel discussion
___ Other, please specify _____

C. Content of Meeting

Please give a brief summary of the content of the meeting

_____
_____
_____

D. Evaluation

1. Presentation
___ Stimulating
___ Exciting
___ Interesting
___ Boring

2. Content
___ Innovative
___ Informative
___ Of little value

3. Please indicate your level of interest in the program
___ High interest
___ Moderate interest
___ Neutral
___ Disinterested

4. Audience reaction
___ Attentive
___ Interested, but attention occasionally seemed to wander
___ Little interest
___ No interest and restless

5. Physical conditions
Was the meeting room
Adequate in size? ___yes ___no
Properly equipped? ___yes ___no
Well ventilated? ___yes ___no
Correct temperature? ___yes ___no

6. Your evaluation of the general effectiveness of the meeting (optional)

_____
_____
_____
_____

STUDENTS TO DALLAS
Questionnaire 2

Name _____

Library School _____

I. KNOWLEDGE OF ALA

1. In the following list, please rank the role of a professional organization in the first column; in the second column, rank the role of the ALA in the library profession. In each group of rankings, please give the most important role of a rank of 1, and the second most important a rank of 2, and so on.

A Profession	ALA	
_____	___	to promote and improve the profession
_____	___	to provide a means of publication for professional writing
_____	___	to make statements concerning the stand of the profession with regard to issues of the day
_____	___	to define areas of social responsibility relevant to the profession
_____	___	to act in areas of legislation, planning, research and development
_____	___	to establish and enforce a code of ethics for the profession
		to set standards of performance
_____	___	other, specify _____

2. Organizational structure of ALA
In the two groups of statements below, please put an "x" before the applicable statements.

a. Present ALA structure
___ ALA is governed by a Council.
___ Members of the Council are elected by the membership only.
___ The Association's headquarters is in Washington, D.C.
___ The 14 divisions of ALA fall in two broad categories: type of library (TOL) and type of activity (TOA).
___ The Executive Board serves as the central management board of the Association.
___ Members of ALA Committees are appointed by the President.
___ Autonomous national and international organizations having purposes similar to ALA's are affiliated with the ALA.

b. Changes proposed by ACONDA
___ To achieve greater democratization of the organization, ACONDA recommends a policy of "one man, one vote" for determining Council membership
___ Communication is identified as a major problem area to be evaluated and improved.
___ Several different proposals for the realignment of divisions have been suggested.
___ A "Triad structure consisting of a Membership, Forum, Advisory Committees, and Office is one of the types of structures proposed.

II. ATTITUDE TOWARD ALA

A. On the scale to the right, please indicate the extent of your agreement or disagreement with the statements below.

	STRONGLY AGREE				STRONGLY DISAGREE
1. The publication program of the ALA provides a means for librarians to publish professional writing.	1	2	3	4	5
2. As a professional librarian I should be active in ALA.	1	2	3	4	5
3. The promotion and improvement of the library profession is an active ALA program.	1	2	3	4	5
4. As a spokesman for the profession, ALA makes statements on relevant issues of the day.	1	2	3	4	5
5. I plan to join ALA as a regular member as soon as I accept my first professional position.	1	2	3	4	5
6. ALA takes a stand on important social issues.	1	2	3	4	5
7. A code of ethics for the library profession has been established by the ALA.	1	2	3	4	5
8. If asked, I will be willing to serve on any ALA committee.	1	2	3	4	5
9. Minimum standards for library service are established by the ALA.	1	2	3	4	5
10. In an area of particular interest, I will actively seek appointment to the appropriate ALA committee.	1	2	3	4	5
11. Dues are too high for benefits received from membership in ALA.	1	2	3	4	5
12. Articles that appear in ALA publications (American Libraries, Journal of Library Automation, C&RL, LRTS, RQ) are professionally useful and valuable.	1	2	3	4	5
13. In the areas of legislation, planning, and research and development, ALA has carried on active programs.	1	2	3	4	5
14. Attendance at membership meetings at the Annual Conference is a professional responsibility.	1	2	3	4	5

B. Please indicate which ONE of the following was MOST influential in forming your attitude about ALA.

____Classroom discussions
____Informal contact with the library school faculty
____Example of the library school faculty
____Colloquia or other special meetings sponsored by the library school
____Discussions with friends, relatives, and colleagues
____Membership in other professional organizations
____Attending the Annual Conference of the ALA in Dallas

III. Please comment on your reactions to the Conference Week as a whole. Include your reactions to general sessions, program meetings, committee meetings, social events, etc.

What activity you participated in was most influential in forming your attitude about the Conference Week? Why?